

PERFORMANCE APPRAISAL INSTRUMENT
EDUCATIONAL INTERPRETER/CUED LANGUAGE TRANSLITERATOR

Interpreter/Transliterators Name: _____

School: _____

I. **INTERPERSONAL RELATIONS**

1. Demonstrates flexibility in meeting new and different situations.

1 2 3 4 5 6

2. Exhibits positive attitude and interacts effectively with students, parents and staff.

1 2 3 4 5 6

3. Accepts corrective criticism and suggestions.

1 2 3 4 5 6

4. Communicates effectively with members of the educational team.

1 2 3 4 5 6

5. Works well as a team member.

1 2 3 4 5 6

6. Cooperates with school personnel.

1 2 3 4 5 6

COMMENTS: _____

II. **PROFESSIONAL DEVELOPMENT**

1. Demonstrates a commitment to personal and professional growth.

1 2 3 4 5 6

2. Participates in workshops, seminars, conventions, lectures, etc.

1 2 3 4 5 6

3. Participates in in-services.

1 2 3 4 5 6

4. Uses time constructively during workdays and student absences to enhance professional development.
(See Job Description 2, 3 and 8)

1 2 3 4 5 6

COMMENTS: _____

III. **GENERAL PROFESSIONAL COMPETENCIES**

1. Carries out assigned responsibilities.

1 2 3 4 5 6

2. Works well without direct supervision.

1 2 3 4 5 6

3. Follows school policies and implements the proper chain of command.

1 2 3 4 5 6

4. Maintains high professional standards in compliance with federal, state and school district policies.

1 2 3 4 5 6

5. Adheres to the school dress code in accordance with the RID Code of Ethics

1 2 3 4 5 6

6. Punctuality. Arrives on time and is prepared for class. WHICH ONE?

1 2 3 4 5 6

7. Uses good judgment (when emergencies arise. = YES OR NO?)

1 2 3 4 5 6

COMMENTS: _____

IV. **SPECIFIC PROFESSIONAL COMPETENCIES**

1. Adheres to the RID Code of Ethics and Cued Language Code of Conduct.

1 2 3 4 5 6

2. Participates and adheres to the IEP.

1 2 3 4 5 6

3. Works to foster independence in the deaf/hard of hearing students.

1 2 3 4 5 6

4. Uses “downtime” or planning time appropriately.

1 2 3 4 5 6

5. Exhibits Cultural and interpersonal knowledge skills for interpreting/transliterating.

1 2 3 4 5 6

COMMENTS: _____

V. **INTERPRETING COMPETENCIES**

A. Sign-to-Voice

1 = Main ideas and details are not desirable.

2 = Main ideas conveyed and some details understood.

3 = Main ideas and details conveyed.

B. Voice-to-Sign

1 = Main ideas and details are not desirable.

4 = Main ideas conveyed and some details understood.

5 = Main ideas and details conveyed.

COMMENTS: _____

Evaluator's Summary Comments: _____

Educational Interpreter/Cued Language Transliterators' Response to Evaluation: _____

Evaluator's Signature

Date

Interpreter/Transliterators' Signature

Date

Signature indicates that the written evaluation has been seen and discussed.

SIGN SKILLS OBSERVATION FEEDBACK GUIDE
EDUCATIONAL INTERPRETER LANGUAGE TRANSLITERATOR

Interpreter/Transliterator Name: _____

School: _____

Class: _____ Content: _____

I. SIGN-TO-VOICE

A. Message Comprehension

1. Fingerspelling and number recognition
2. Sign Recognition
3. Gesture/Mime/Non-Manual Marker recognition
4. Concept Recognition

COMMENTS: _____

B. Message Transmission

1. Accuracy of the message such as whole message presented. No inappropriate deletions, substitutions, or extraneous information added.
2. Appropriate information added to alleviate cultural or linguistic differences.
3. English Grammar Structure such as appropriate tense, syntax.
4. Vocabulary Selection – accurately conveys meaning and affect of speaker and knowledge of content specific vocabulary.
5. Gestures/Mime/Non-verbal behaviors – can convey equivalent meaning in English

COMMENTS: _____

C. Vocal Production

1. Speech production – rate and rhythm
2. Volume
3. Intonation – matches mood, feeling, affect of the speaker
4. Stress/Emphasis – words and phrases are appropriately stressed
5. Fluency – no awkward pauses; message is cohesive

COMMENTS: _____

D. Other

1. Time-lag appropriate for comprehending and relaying the message
2. Error recovery
3. Self-assurance
4. Voices at appropriate time and can recognize when communication is directed to the interpreter for clarification of the interpreted message as opposed to clarification or comment about the content, or when student is “mumbling” to themselves, etc.

COMMENTS: _____

II. VOICE-TO-SIGN

A. SIGN PRODUCTION

1. Sign Vocabulary/Concepts

- a. Knowledge – extensive knowledge of sign vocabulary/concepts conceptually accurate.
- b. Utilization – Vocabulary consistent with targeted communication mode, region, and register
- c. Production by using correct handshape, palm orientation, movement, and location: appropriate directionality and have fluid movements of signs.
- d. Development of signs – sign invented follows ASL principals and appropriate presentation of invented sign vocabulary.
- e. Inflection – sign production inflected for adjective intensity, adverbial information, temporal aspect.

2. Fingerspelling

Accuracy, Clarity, Appropriate Hand Positioning, Fluency – rhythm and pace

3. Numbers

Accuracy, Clarity, Appropriate Hand Positioning, Fluency

COMMENTS: _____

B. NON-MANUAL FEATURES

1. Mouthing – appropriate mouthing of fingerspelled words
2. Eye Contact/Eye Gaze – uses eye gaze appropriately for characterization, promotional, identification of speaker
3. Signing space
 - a. Overall signing space is appropriate – not positioned too high or low or too small
 - b. Pronominal – correct establishment and reference to pronouns
 - c. Comparison/contrast/sequence/cause and effect
 - d. Clustering information
 - e. Location/relation using ASL classifier system
4. Facial/Body Expression
 - a. Conveys speaker's mood tone, and feelings
 - b. Appropriate eyebrow grammar to indicate topic/comment structures, clauses, etc.
 - c. Use of pantomime to clarify message
5. Role Positioning
6. Questioning by using appropriate eyebrow grammar for Wh, Yes/No, and Rhetorical Questions

COMMENTS: _____

C. INTERPRETED MESSAGE

1. Message Transmission
 - a. Message conveyed accurately no inappropriate deletions, substitutions, or extraneous added
 - b. Main idea and details were conveyed clearly
 - c. Appropriate information added to alleviate cultural or linguistic differences
 - d. Contextual strategies implemented when necessary (circled)

Demonstrate	Facing	Elaboration	Comparing
Referencing/classifying	Contrasting	Labeling	
Reiteration	Narration-Characterization		
Other			

2. Fluency

- a. Smooth transition between signs – not choppy; no hesitations or sign “stuttering”
- b. Stress/emphasis – for important words or phrases
- c. Affect/emotion – rate and style of signing reflects affect and emotion of speaker
- d. Boundaries/clustering sentence, clauses, and concept boundaries represented and use of appropriate pausing

COMMENTS: _____

D. OTHER

1. Time lag by allow adequate time allowed to comprehend the message before signing
2. Error recovery – can appropriately revise or amend a previously
3. Request for Clarification – requests for clarification from speaker are polite and concise
4. Mannerisms – movements distracting to observer (readjusting glasses, fixing hair, swaying, etc.)
5. Environmental Information by Indication of speakers and conveys appropriate environmental sounds

COMMENTS: _____

III. **ASPECTS SPECIFIC TO INTERPRETING**

- a. Appropriate ASL Syntax
- b. Appropriate use of ASL mouth morphemes
- c. Appropriate use of classifiers and size and space specifies

COMMENTS: _____

IV. **SPECIFIC TO TRANSLITERATING**

- a. Follows English syntax
- b. Use of English morphological markers
- c. Clearly articulates speaker’s English

COMMENTS: _____

Evaluator’s Summary Comments: _____

I. CUED LANGUAGE TRANSLITERATOR ASSESSMENT, TECHNICAL

- a. handshapes are accurate
- b. handshapes placements are accurate
- c. mouth moves accurately with hand
- d. delivers message in an appropriate manner, matching needs of the client
- e. if paraphrasing, delivers the concept accurately
- f. appropriately includes environmental sounds
- g. appropriately delivers pronunciations
- h. appropriately delivers mood and affect
- i. appropriately designates speakers
- j. maintains appropriate eye contact
- k. when transliterating receptively, designates self and cues while voicing
- l. maintains standards according to the Code of Conduct published by the TEC unit

Educational Interpreter Response to Evaluation: _____

Evaluator's Signature Date

Interpreter/Transliterators Signature Date

Supervisors Signature Date

Signature indicates that the written evaluation has been seen and discussed.